

NCLBA Highly Qualified Teacher (HQT) and Paraprofessional Accountability Requirements

NCLBA HQT Requirements for All LEAs ¹ and Schools	Statutory Authority	Timeline	Action(s) Required
<p>ALL teachers of core academic subjects (including alternative program teachers and special educators when they provide primary instruction in a core academic subject)² must be “highly qualified” for their assignments. (Please see http://education.vermont.gov/new/html/licensing/hqt.html for the licensure and content knowledge requirements to be HQT for any core area assignment as a classroom teacher, special educator, alternative program teacher, or Title I teacher.)</p>	<p>Title I (1119)(a) (2) and (3)</p> <p>Title IX (9101)(23)</p>	<p>By the end of the 2005-2006 school year.</p>	<p>If an LEA has not met this requirement, it must develop LEA-wide and individual school goals (called Annual Measurable Objectives – AMOs) outlining how it will make progress toward meeting this requirement.</p> <p>Individual plans must be put in place to ensure that each core subject teacher (including each alternative program teacher or special educator who provides primary instruction in a core subject) who is not HQT for his/her assignment is progressing toward becoming so.</p> <p>These plans must describe the efforts of the LEA and school to support each educator who is not HQT for his/her assignment. These efforts may include:</p> <ul style="list-style-type: none"> • assisting the educator to acquire the additional content area coursework/professional development/testing necessary in his/her endorsement area, • assisting the educator to acquire the coursework/professional development/testing to qualify for an additional endorsement, or • restructuring the assignment to match the educator’s qualifications. <p>*Please note that all teachers hired to teach in Title I funded programs must be highly qualified for their anticipated assignment(s) <u>at the time of hire</u>, currently employed educators paid with Title I funds (this applies to all core teachers in Schoolwide programs) must be HQT for their assignments, and</p>

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			all teachers paid with Title II, Part A class size reduction funds must be highly qualified for their current assignments. Plans to become HQT for one's assignment are not sufficient in these three circumstances.
<p>Each LEA must publicly report its data from the prior school year on:</p> <ol style="list-style-type: none"> 1. the percentage of core area classes (including alternative program classes and special education situations where primary instruction in core subject(s) is being provided) that were taught by teachers who are <u>NOT</u> HQT for their assignments 2. the percentage of teachers teaching under emergency licenses 3. the professional qualifications of its teachers <p>The data elements above must be publicly reported for the LEA as a whole, for each school within the LEA, and for high versus low poverty schools within the LEA, where applicable. The VT Department of Education will also be publishing this information by</p>	<p>Title I (1111)(h)(2)(B) and (E)</p> <p>Title I (1119) (b)(1)(A) and (B)</p>	Annually	<p>The SEA will provide the required non-HQT class and emergency licensure data to each LEA by January of each school year.</p> <p>LEAs should compare the state's data calculations with their own data calculations and discuss and resolve any discrepancies with the HQT staff at the Department by the deadline specified.</p> <p>"Public reporting" must include providing this data to the parents in each school as well as broadly throughout the school community via means such as School Reports, local media, school and/or LEA Web sites, newsletters, etc.</p>

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school and LEA on its website.			
<p>The SEA must ensure that each LEA is meeting each of the above requirements</p>	<p>Title I (1111)(h)(2)(B)</p> <p>Title I (1119) (a) (2) and (3)</p>	On-going	<p>Each LEA must assure the following on its CFP application:</p> <p><i>“The LEA assures that all teachers of core academic subjects, including special educators and alternative program teachers, if required, are highly qualified (HQT) for their assignments, or that individual plans are in place to ensure that each teacher who is not HQT for his/her assignment will become so, and that records are available to support this assurance.”</i></p> <p><i>“The LEA assures that HQT parental ‘right to know’ and non-HQT parental notification letters are being sent in a timely manner, when required, as stipulated under NCLBA, and that records are available to support this assurance.”</i></p> <p><i>“The LEA assures that all instructional paraprofessionals supported with Title I funds meet NCLBA paraprofessional requirements and that records are available to support this assurance.”</i></p> <p><i>“The LEA assures that whenever its percentage of classes taught by Highly Qualified Teachers</i></p>

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			<p><i>(HQT) is below 100%, it is setting Annual Measurable Objectives (AMOs) to ensure that it meets this goal, is monitoring its progress toward this goal, and that records are available to support this assurance.”</i></p> <p><i>“The LEA assures that all teachers hired to teach in Title I funded programs are highly qualified for their anticipated assignments at the time of hire.”</i></p> <p><i>“The LEA assures that all teachers paid with Title II, Part A class size reduction funds are highly qualified for their assignments.”</i></p> <p>In addition, each LEA must keep records of its 1) progress toward meeting its AMOs, including progress toward individual educator plans, 2) compliance with the parental notification and public reporting requirements explained above, and 3) compliance with the Title I requirements below, if applicable.</p> <p>These records must be available for review by the SEA’s Title I, CFP (Titles II-V) and special education monitoring teams, and School Improvement Coordinators upon request.</p>
Each school receiving Title I funds (either schoolwide or targeted assistance programs) must inform all parents at the beginning	Title I (1111)(h)(6)	Beginning of each school year	Notify parents in writing

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of each school year of their right to request information on the professional qualifications of their child's classroom teachers (e.g., licenses held, degrees earned) including paraprofessional qualifications, if applicable.			
Each school receiving Title I funds (either schoolwide or targeted assistance programs) must provide written notification to the parents of any student who has been taught for 4 or more consecutive weeks by a core subject teacher (including an alternative program teacher or special educator providing primary instruction in a core area) who is not HQT for his/her assignment.	Title I (1111)(h)(6)	In a "timely manner" (should be within 45 days of the start of the school year or the assignment)	<p>Notify affected parents in writing. (Please see the draft template located at http://education.vermont.gov/new/html/licensing/hqt.html for suggested language.)</p> <p>At the start of each school year, principals, special education directors, alternative program directors, and technical center directors will need to evaluate whether each core subject teacher (including each alternative program teacher and each special educator providing primary instruction in a core area) meets the HQT requirements for his/her assignment(s) for that year. (Please see http://education.vermont.gov/new/html/licensing/hqt.html for the licensure and content knowledge requirements to be HQT for any core area assignment as a classroom teacher, special educator, alternative program teacher, or Title I teacher.)</p> <p><u>Please note:</u> If the educator has multiple assignments, the notification requirement pertains only to the part of the educator's assignment for which he/she does not meet HQT licensure and/or content knowledge requirements.</p>
The principal of each school receiving Title I funds must attest	Title I (1119)(i)	On-going	Post annual attestations in each Title I funded school and in the Supervisory Union office.

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annually in writing as to whether the school is in compliance with the requirements of Section 1119. These attestations shall be made available to any member of the public on request.			
Each school receiving Title I funds must ensure that each instructional paraprofessional funded with Title I monies (this includes all instructional paraprofessionals in schoolwide programs) meets the paraprofessional qualification requirements. Instructional paraprofessionals who do not meet this requirement may not continue to be employed in Title I funded positions.	Title I (1119)(c) and (d)	By the end of the 2005-2006 school year	Review the qualifications of all Title I funded instructional paraprofessionals to ensure that they have met NCLBA paraprofessional requirements. Reassign or decline to reemploy those who do not. New instructional paraprofessionals funded with Title I monies must meet these requirements as a condition of hire.

¹ LEA is defined as the school district.

² Core subjects are: math, science, social studies, English language arts, reading, ESL, foreign languages, art, music -- elementary education and early childhood K-3 are included. Alternative program teachers who teach math, science, social studies, or English language arts/reading, and special educators who provide primary instruction in one or more of these subjects are also subject to HQT requirements.